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ABSTRACT

Suggestions for enriching reading programs are divided into six categories in this booklet. Part 1, describing syllable work, recommends using syllable strips (rather than ordinary jigsaw puzzles), word groups, and student teams to work with unscrambling syllables. Part 2 suggests an activity for working with double consonant words, for example, listing words with two pairs of double consonants and then experimenting with omissions and additions. The activity may be called: Which one is right? Part 3 suggests building a good collection of word lists, such as finding words that contain words--his, is--and deleting one letter to create a new word. Part 4 recommends the use of syllables in teaching and reviewing phonetic elements. Part 5 offers activities for building vocabularies, and part 6 lists some fun activities for starting each day. (SW)

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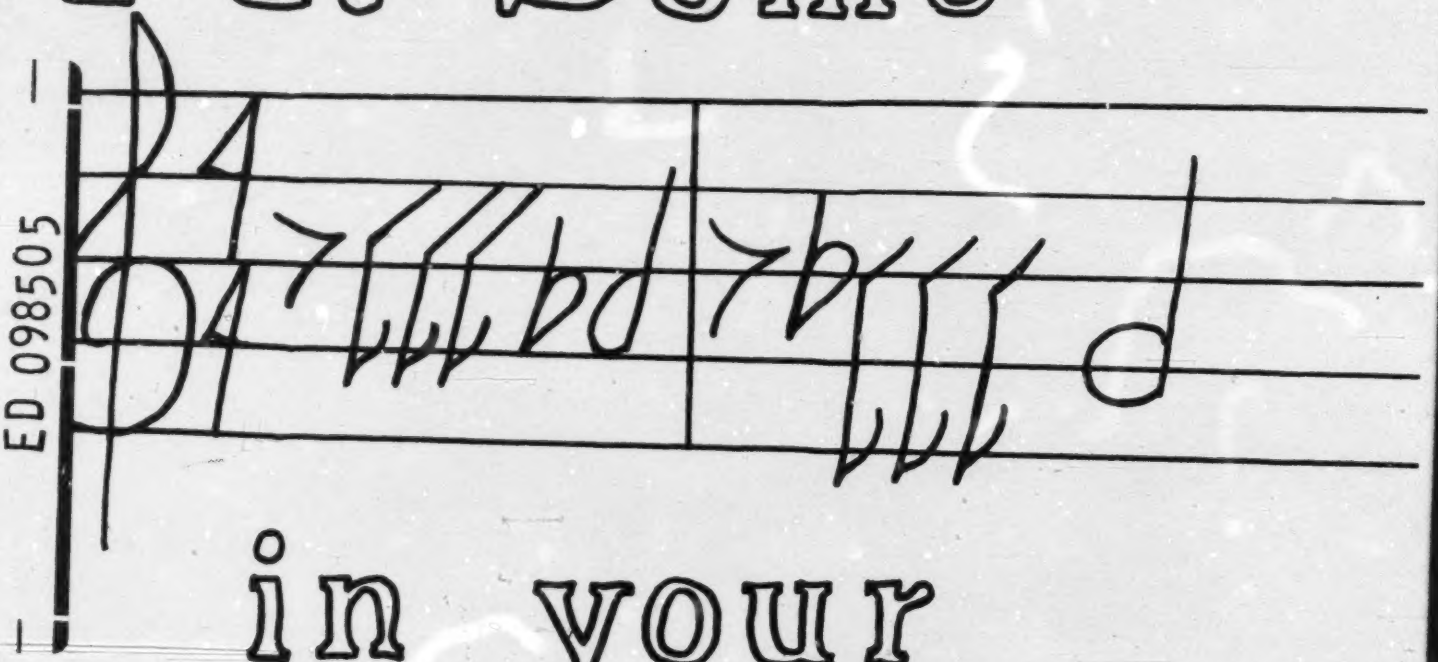
Put Some



in your READING

by

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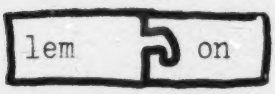
Word awareness is an important part of the language arts program. The following are activities that will help any reading program. Adapt them to spice up your own format in the reading areas. Many of the following can be used in an individualized program or at learning stations.

I. Syllable Work

1. Instead of using the ordinary jigsaw puzzles, section them into strips. Divide the strips according to the number of syllables in each word. A pattern is worth making and keeping. You can turn the pattern four different ways so the students don't get used to putting it together the same way.



- example (X - AM - PILL)

2. List your words in groups. Have the class either select the one with the least number of syllables or the one with the most.

3. Group the students into teams. On scrap paper, write the words you are working on in syllables on separate pieces of the paper. The first group should come to the front of the room; only select the number of students to correspond to the number of syllables in the word. Children face the rest of the class. With masking tape, place one syllable in scrambled order on each student's back. The children then turn around and show their syllables. Again, on command by the teacher, they turn and face the class. Now the next team, or the class as a whole, tries to re-arrange the students in an order so that when they turn around their placement will reveal a word. See how many tries it takes or keep score any way that best fits your own situation. After the word is correctly arranged have the next group come up and go through the same process. This can lead to seat work in scrambled syllabication.

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II. Double Consonant Words are hard for most students to spell. So many activities for visual experiences and tactile writing practices are necessary.

1. List the words with two pairs of double consonants. Under and over them, write the word again omitting one of the consonants. Make the activity one called: Which One Is Right? Example: address-adress.

2. After doing the above activity for a while add a third word with a reversal or an added letter.

addrses	/	adress
adress	/	address
address	/	addreess

III. Build a good collection of Word Lists. Many different activities can develop from these.

1. Gather a list of words that contain words within, as; his, is. In other words, delete one letter and find a new word.

corral - coral
throng - throng

2. A list of male or female words can be collected. A lesson to find their counterpart can be a fun activity.

actor-actress	dame-knight
wizard-witch	man-woman

3. Develop a list of words that have one silent letter in them. Write them with the letter left out. Have your class rewrite the word with the letter included.

rinoceros-rhinoceros

4. Another list can be one with words that can have a synonym and an antonym. Give the class the word and ask them a word that means the same and a word that means the opposite.

start begin finish

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5. A list of words that have more than one meaning is one that can lead into this lesson. List the meanings plus one that does not belong. Have the boys and girls cross out the one that doesn't fit.

   center - hub - core - spot - heart

6. As in the above lesson, collect words that are antonyms. Have the class mark the one that doesn't fit.

   tough - soft - brittle - trim - fragile

7. ie and ei: Words containing the ie or ei combinations lend themselves to a fill-in exercise. List the words, leaving out the ie or ei. Have them fill in the blanks.

   br__f rec__ve n__ce

8. Here are 120 Spelling Demons. Many activities can be achieved with these, as; crossword puzzles, spelldowns, scrambled words, and word clues.

1.	2.	3.
abundant	efficient	partial
accept	eighth	pastime
accidentally	environment	perform
accommodate	except	permanent
accurate	existence	picnicked
acquaint	expense	possess
aerial	experience	practice
all right	familiar	preceded
amateur	February	prisoner
among	gentlemen	privilege

4.	5.	6.
angle	government	proceed
annual	grammar	pursue
apologize	humorous	recommend
appearance	ignorance	relative
assistant	imagine	response
attitude	imitate	restaurant
authority	independent	sacrifice
awkward	initial	schedule
bargain	intelligent	seize
bicycle	interest	separate

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7.	8.	9.
biscuit	interfere	sergeant
business	library	similar
calendar	license	sincerely
capacity	lieutenant	sophomore
cemetery	lightning	sponsor
character	marriage	successful
column	muscles	surprise
committee	museum	taking
conscience	necessary	technical
courteous	nickel	temporary

10.	11.	12.
curiosity	ninety	thorough
customer	ninth	tragedy
defense	noticeable	twelfth
definite	occasion	tyranny
descend	occurrence	until
description	offense	vengeance
difference	opponent	veteran
difficulty	opportunity	villain
disappear	original	weird
during	parallel	writing

IV. Teaching and reviewing phonetic elements is not easy in the intermediate grades. The problem is how to make it interesting and not so elementary. One way that is very successful is through the use of syllables. This has a wide range of possibilities and lends itself to carrying over into many other subject areas.

1. The vowel rules can be taught by cartoon pictures wtih nonsense names.

short a - Raf (Name of the cartoon character)
short e - Rem " " "
short i - Nid " " "
short o - Bok " " "
short u - Gue " " "

2. Characters can also be created to represent the long vowels, but they are much easier for the students to handle, so this step is not as important as number one.

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3. Review the consonants in nonsense syllables. Give c, g, h, q, x, and y extra attention as these letters can produce different sounds, depending upon the next or following letter.

   a. The letter c followed by the vowels a, o, or u has the sound of k, as in:

      cake cot cute

      Followed by the vowel e and i and a vowel sound of y, the c has the sound of s,* as in:

      nice city bicycle

   b. The consonant g followed by the vowels a, o, or u has the hard sound of g, as in:

      game go gun

      The g in the English language has the sound of j when followed by the vowel e and a vowel sound of y,** as in:

      general gyroscope gynecology

      The g followed by the vowel i has the sound of either the hard g or the j as in:

      girl giant ginger

   c. The consonant h is not sounded at the beginning of some words, as in:

      hour heir honor

      and within other words, as in:

      ghost ghastly forehead

   d. The q always has u following it. The qu sound is the same in all words, as in:

      quick query quadruple

      * The exception is the word cello.
      **Some exceptions to this rule are the words gear and get.

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4. Vowel and Consonant Combinations can again be used as nonsense to get the point across.

au as in haum ow as in fow
aw as in maw ou as in mout

Continue with er, ir and ur combinations.

a. A game with tongue depressors and round tops can lend an extended activity to this. Have the class tell which sound the nonsense words produce. They hold up the correct combination of whatever they think is in the word.

Move on to oi and oy, carrying through the nonsense idea. You can bring in rhyming with this also. Find rhyming words that go with your nonsense word.

moil - oil, boil, toil and foil

The double o can be used in a game with definitions. Which does it go with, the oo or oo?

something we eat - (food)
something we burn - (wood)

Irregular combinations can be built into a word list mentioned before:

igh, ind, old, ight, ough, ought, aught, eigh

Silent letters at the first of the word come in five two-consonant combinations: gn, kn, pn, ps and wr. Collect a list of these types of words or make up a list of nonsense words. In your list, intersperse other words with them. Have pupils cross out the silent letters.

Another two-consonant combination of ck can blend into a similar activity as: What fits here? a, c, k or ck.

Blends such as bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sl, sm, su, sp, sn, st, sw, tr, and tw can be used for them to find as many words they can without the use of the dictionary or limit it to a certain topic or area. Nonsense words can also be created.

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Digraphs -- two letters but one sound ch, ph, sh, th and wh can be handled the same as above.

Prefixes, suffixes and root words can be worked on after the suggested above activities.

V. Vocabulary building

1. The following is an activity all grade levels like. What would you do with it? Make a game of it in many ways.

Here is a start for you.

auger	1. splat it	3. bore with it
	2. wipe it	4. clean with it
auk	1. wash with it	3. wipe with it
	2. see it at the zoo	4. cook with it
autobahn	1. sit on it	3. paint with it
	2. swim in it	4. drive on it
babul	1. cut it for lumber	3. run from it
	2. feed it	4. skip with it
bagatelle	1. hit it	3. sing it
	2. play it	4. fry it
basalt	1. read it	3. throw it
	3. write with it	4. color with it
bayou	1. swim in it	3. sew it
	3. strike it	4. drive it
blenny	1. file it	3. shoot it
	2. fish for it	4. change it
boogie-woogie	1. read it	3. give it away
	2. sign it	4. hear it
brawn	1. fry it	3. strum it
	2. hook it	4. develop it
brine	1. soak things in it	3. zip it
	2. boil it	4. tie ie
brougham	1. sink it	3. ride it
	2. rope it	4. row it
caltrop	1. plant it	3. cut it
	2. freeze it	4. trim it

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croup	1. wear it 2. treat it	3. file it 4. mail it
cumquat	1. hammer it 2. decorate it	3. stain it 4. eat it
festoon	1. soak it 2. rub it	3. decorate wiht it 4. comb it
gargoyle	1. hang it 2. light it	3. scratch it 4. weave it
hasp	1. wire it 2. wind it	3. fasten it 4. string it
hamburg	1. shine it 2. flush it	3. pump it 4. wear it
puffin	1. wrap it 2. view it	3. teach it 4. pay it
sabot	1. wear it 2. turn it	3. button it 4. slam it
sorghum	1. flag it 2. rinse it	3. eat it 4. dye it
wisteria	1. hear it 2. see it	3. hit it 4. squash it

VI. Start each day with a fun activity. It makes your day so much easier. Here are just a few suggestions. Start with these and add your own ideas.

1. Use the What Would You Do With It? idea.

2. Ten questions - Teacher responses with just yes or no answers. Limit the objects at first to certain areas (such as in the classroom).

3. Follow through activity: What's my Rule? "I like tea but not ice-cream". Student responds with a similar one to show they know the answer. Never do they give you the actual rule.

4. Picture Reading - Use pictures and coded little words to have them read to the class. Build a good collection of these.

5. Codes are fun - Develop many different ones for your activities. Alphabet code is a fun way to start with small words.